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ABSTRACT

This guide is intended to assist English-as-a-Second-Language (ESL) adult educators in knowing which of the available literacy resources are particularly useful and why. It is divided into three sections. Section 1 focuses on initial considerations for ESL instruction, offers some literacy perspectives for ESL, overviews the ESL literacy problem, makes assumptions about non-literate, zero-English-level learners that should be adopted, lists types of ESL literacy learners (pre-literate, illiterate, semi-literate); and discusses goals of ESL literacy instruction. Section 2 considers ESL literacy instruction in the classroom. The three stages of ESL literacy--pre-literacy, beginning literacy, and initial reading--are briefly explained. The discussion then shifts to selection of content for literacy classes, expanded descriptions of three prime strategies for each of the three stages of ESL literacy, and classroom materials. Sample materials are provided for a lesson on health and a lesson sequence on survival signs. Section 3 focuses on matters for reconsideration discussing the place of phonics in ESL literacy, listing the rationale and disadvantages of some programmatic and curricular options available to ESL programs serving non-literate learners, highlighting administrative and pedagogical considerations to be taken into account when planning an ESL literacy program, and suggesting some means of assessing literacy skills at intake. Listings of printed and community resources are also provided. (YLB)

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AN ESL LITERACY RESOURCE GUIDE

A Handbook for ESL/Adult Educators in Illinois

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THE NATURE AND PURPOSE OF THIS GUIDE

As few as two years ago, there were very few resources available to the ESL teachers whose students lacked basic literacy skills. Phonics materials intended for native English speakers and teacher training courses on reading failed to address the needs of ESL literacy learners, some whom came from a pre-literate culture. Although little is really new in literacy/reading techniques, new instructional approaches had to be designed for efficient and effective ESL literacy instruction.

Now it seems that most publishers, conferences and newsletters attempt to address ESL literacy. As such as ESL teacher's primary need for outside assistance has shifted from merely obtaining ESL literacy resources to selecting and evaluating resources. So much of what is labeled "ESL literacy" will not be appropriate for the students and teachers in a particular setting. The purpose of this guide, then, is to assist the ESL/Adult Education program in knowing what works and why.

The Statewide ESL/Adult Education Service Center has prepared this guide as part of its ongoing efforts to provide supportive services to ESL/AE instructors and programs. Its experience in conducting ESL literacy training workshops and in fostering communication among ESL literacy practitioners is represented in this guide.

Section 1: LITERACY PERSPECTIVES FOR ESL

1. How many times in a man's life does he learn to read? Just once. But what if he changes languages? Does he have to learn to read over again? The answer is no; he already knows how. Never let anyone talk you out of this basic principle. You learn to read only once.

-----Sarah Gudchinsky, 1973.

2. A person is functionally literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing and arithmetic make it possible for him to continue to use these skills toward his own and the community's development.

-----UNESCO, 1965.

3. If functional literacy in the first language implies meeting the normal demands of society, then second language literacy implies the extent to which one's literacy skills permit one to meet the demands of one's personal world. The needs of the individual's world impose different demands. For many, their world will remain limited by their opportunities.

-----Donna McGee, 1978.

4. In most reading programs, the student must endure an abysm between their own experience and the contents offered for them to learn. It requires patience indeed, after the hardships of a day's work (or of a day without work) to tolerate lessons

dealing with "wing", "Johnny saw the wing." "The wing is on the bird." Lessons talking of Graces and grapes to men who never knew a Grace and never ate a grape. "Grace ate the grape."

-----Paulo Freire, Education For Critical Consciousness, 1973.

6. In ESL literacy, the learner should read and write only the language that he or she comprehends.

-----Wayne Haverson, 1982. (Personal communication).

Section 2: THE ESL LITERACY PROBLEM

> We acknowledge that being an adult learner is difficult, that being an adult second language learner is even more difficult, and that being a pre-literate adult second language learner must be nothing short of a painful situtation.
>
> --Donna McGee, 1978, "Pre-Literacy-Definitions"

One of the key problems facing ESL/adult education is how to teach non-literate learners of English as a second language. The unknown quantities of non-literate LEP adults in the U.S. including the recent influx of relatively less educated immigrants and refugees, especially from Indochina, has made this problem more evident, but perhaps non-literates have simply never been well served by ESL programs. There are several reasons why this may be so: 1) Adult education ESL teachers are typically untrained in basic ESL methods in reading or literacy. 2) Most ESL methods follow a skills progression from listening to speaking to reading to writing which assumes students' ability to read their own language. 3) Although open-entry/open-exit, part-time, and multilevel ESL programs have accommodated some ESL learners with special needs, the task of teaching ESL literacy learners is difficult even under ideal conditions. 4) The unique needs of non-literate ESL learners have not always been easily recognized by adult education programs. Neither have ESL teachers been equipped to design and advocate the needed programs.

Section 3: ASSUMPTIONS

Experienced ESL literacy teachers caution that not everyone who enters an ESL class will eventually become literate. The sincere belief in the power of instructional systems, that most teachers begin with, may be soon laid aside in favor of a more realistic, lowered set of expectations. One teacher we consulted observed:

> It is critical to know where the students are coming from before you even start. A lot of work has to be done on assumptions - about who the students are, what skills they have, what the teacher assumes about that, etc. My students have been studying counting for two weeks and they still don't know what they're doing.

"It is wisest to assume nothing", counsels another ESL literacy teacher. Students, ecpecially new arrivals, may not be psychologically prepared for group classroom instruction. They may have poor physical health. They may not have the cognitive skills to link a visual configuration (a word) with the sound of that word in English while holding in mind the meaning or a picture of that item. We base our methods on the concepts of numeration (counting), time, and on the skills of discrimination (same different) and sequence interpretation (before/after). But ESL literacy teachers have to establish whether learners have these skills, or else teach them before much else can be taught and learned.

It may be useful to adopt other assumptions about non-literate, zero English level learners. Adult-adult relations between teachers and students must be maintained, whatever the skill levels of the learners. However, ESL literacy teaching must involve much repetition. As one teacher stresses: "You do it, then do it again, then do it again in another physical setting" such as at another table in the same room. But choo-choo trains and teddy bear alphabets do not belong in ESL literacy classes for adults.

Even establishing a special ESL literacy class is not the only answer because most non-literate learners need more work than class time alone could even provide. Furthermore, most programs cannot afford to support such a class. Volunteers should be recruited, trained, and supported. For ESL literacy learners who "move on", certain things must be made clear to the regular ESL teacher. The ESL literacy instructor may not be able to bring students up to more common teacher expectations. Furthermore, those learners may never be able to perform literacy tasks easily.

Each set of learners is different, but we as ESL teachers should examine our assumptions carefully when teaching non-literates. Only if we adjust our usual perspectives can we really begin to teach ESL literacy successfully.

Section 4 TYPES OF ESL LITERACY LEARNERS

In Illinois, there are three main types of Basic ESL Literacy learners. These adults differ in many ways, such as age, country of origin, native language(s), family status, contacts with English speakers and English in print, and their own oral/aural ability in English. Generally, however, in terms of literacy, they are:*

Pre-literate - Learners who are unable to read and write their own language and who come from a culture in which literacy is rare or non-existent.

Illiterate - Learners who are not able to read or write their own language but who come from a culture where literacy is common.

Semi-literate - Learners who are not able to read or write their own language beyond an elementary level.

Non-literate - All of the above.

To oversimplify, pre-literates generally pose the greatest challenge in the design and application of ESL literacy methods and materials. They learn more slowly, that is, the intervals between progressive stages of skill and concept acquisition may be quite long. But they may display greater motivation to learn in school - which is a rather novel experience for them. Their attention span and memory may be short and much reteaching will be necessary. As one teacher puts it, "You have to repeat everything 45 times, then you have to repeat the same thing 65 times."

(Some programs may also serve learners who are literate in non-roman alphabetic writing systems, such as Arabic (Farsi, Persian or Assyrian), Cyrillic (e.g., Russian), Brahmi (e.g.,

* Taken from Non-literate Adult ESL Students: An Introduction For Teachers, ACSA/ESL Section 310 Project (California), 1981.

Thai, Cambodian), or Oriental (Chinese, Japanese, Korean). If these learners are literate in their own language their needs may overlap some with other non-literates. But they tend, due to their educational background, to progress much faster in reading and writing English.)

Illiterate learners are generally aware that others can read and write but they cannot. They may have low self-concepts as a result, blaming themselves (rather than their life circumstances) for not being literate like others in their country are. Hence, their motivation may be as low and tenuous as their skills are. Many second language learners from Indochina, Mexico, Haiti and even the U.S. can be described in this manner.

Those adults with few generalizable literacy skills - the semi-literates - sometimes "fake it" when it comes to reading. They lack basic literacy skills in English sufficient for day to day adult level functioning although some have developed fluent (although rarely accurate) oral-aural skills. Most need ESL although some of these students may "place" into higher than basic or zero-level ESL classes.

A SPECIAL NOTE ON SPECIAL LEARNERS

Oftentimes, additional physical, psychological and emotional factors affect the readiness of learners. Suggestions for strategies for this student are found in LEARNING DIABILITIES AND THE ADULT STUDENT OF ENGLISH AS A SECOND LANGUAGE prepared by William Rainey Harper College, Palatine, IL available through the Illinois State Board of Education, Adult and Continuing Education Section.

Section 5: GENERAL GOALS

ESL literacy has several basic goals. The problem it poses adult education lies in its unique combination of factors. Adult ESL literacy, first of all, must attempt to accomplish the same basic tasks as Adult Basic Education (ABE), namely:

1. To reach and retain adults with little or no formal education,

2. To provide instruction in practical reading and writing skills that have immediate application to learners' lives,

3. to provide a firm foundation in basic reading skills necessary for further learning,

4. to inspire self-confidence through successful, meaningful learning experiences.

In addition, to these goals, ESL literacy instruction must provide:

Second Language Instruction. Most non-literate ESL learners have little or no oral English. Basic vocabulary, word order, phonology, and communicative competence must be taught at the same time as ESL literacy.

Orientation to Print (Pre-literacy). Non-literate ESL students come from literately diverse societies. In some cultures, literacy among workers and peasants is virtually unknown. That print can convey meaning is not a universal concept.

Cultural Orientation and Adaptation. In many cases a street sign, a grocery ad, and a money order may be unknown

entities to the learner. The patterns of time, space, and material life in industrialized North America may be inscrutable even if explained in translation.

Acquisition of ESL literacy skills requires a great deal of repetitive practice monitored by the teacher/tutor and tailored to individual students' needs. Time, diligence, patience and interest must be provided.

Section 6 THREE STAGES OF ESL LITERACY

For convenience's sake, we have converted lists of ESL literacy skills into descriptions of three general stages of instruction. These stages may serve as guidelines for teachers and curriculum developers. The stages are expressed in terms of basic concepts and language skills that learners need. These descriptions also include the content areas to be taught and classroom implementation strategies to be used. These stages are intended as suggestions for programs that are developing ESL literacy classes, and as an alternative for established programs which desire a different perspective.

The attached chart summarizes the three stages: namely, PRE-LITERACY, BEGINNING LITERACY, and INITIAL READING. The stages represent the experience of the writers and of other ESL/adult education programs. Each stage is explained briefly in the pages that follow. An additional section, "Three Strategies for Integrating Oral and Literacy Skills Instruction", is, in part, an expanded description of the prime strategies for each of these stages.

Curriculum developers are advised to check the Resources Section at the end of this volume for additional lists of ESL literacy skills to refer to.

STAGE ONE: PRE-LITERACY

The first stage of ESL literacy instruction focuses on readiness skills, such as directionality of print (left to right, top to bottom) and the relationships of letters to the line. Visual discrimination and hand/eye coordination must be developed; the teacher should utilize realia, visuals, and special blackboard and worksheet exercises to guide students to distinguish among the differentiating features of abstract shapes, letters, and numbers.

Learners must come to see that the symbols we use in print are different, and how they are different. Only then can they assign value to the differences. To literacy learners not only must the letters "V" and "W", "O" and "Q", "5" and "S" be seen as different, but their differences must be seen as meaningful. Although it is a difficult task, teachers must make sure that learners can attend to all the differences and those smallest differences - which are important. "Same" and "not same" is the single most critical concept for learners to acquire, and to apply. Teachers should present correct letter and number shapes, and also shapes in wrong configurations. (Example: Test learners letter recognition ability by holding a letter upside down or backwards.)

Writing skills at stage one are limited to the forming of block letters and numbers. Block letters are the most encountered and most basic letter forms so they should be mastered first. Letters should be introduced by configuration and shape groups, as follows:

1. diagonals	A V X W Y
2. verticals	T I L H E F
3. diagonals and verticals	M N K Z
4. circulars	O C G Q S
5. verticals and circles	P R B D J U

Other content for writing are the numbers 1-30 and basic personal information, such as names, addresses, phone numbers, etc.

Most of the oral language at stage one includes classroom directions: commands, and item identification, as well as personal information questions (name, address, zip code, phone). The prime strategy for linking oral and printed language is TOTAL PHYSICAL RESPONSE (command-action sequences). (See Section 8, "Three Strategies." Page 20.)

A PROGRESSION OF ESL LITERACY SKILLS

STAGE ONE: PRE-LITERACY

CONCEPTS	CONTENT AREAS	ORAL SKILLS	LITERACY SKILLS	CLASSROOM STRATEGIES
Same/different	classroom language	understand commands	letter/number shape recognition	Total Physical Response (TPR)
Letters/numbers by shapes	personal information	understand personal information questions	some sight word recognition	Tracing
Numeration	numbers 1-30	give some directions	form letters and numbers (0-9)	Copying letter, number, words
Directionality: left to right top to bottom	emergencies	identify items	circle responses	Strip sentences for commands
Print is meaningful	telephone, sight words	give personal information	write simple personal information	Matching
Filling out forms Letters re: lines	money-coins/ bills	count 1-30	match sounds to letters	Worksheets - completed as a group, then individually
	health/illness: parts of body	describe where it hurts	recognize inital letters	Number/letter dictation

Additional math concepts:
Simple addition and subtraction (can be done in native language as well as English

STAGE TWO: BEGINNING LITERACY

The second stage recycles what was previously taught and introduces new content areas (health, transportation, weather, clothing, food) and new skills. Most skills of addition and subtraction are taught with money (coins and bills) and numbers 1 to 100. Matching upper and lower case letters, and awareness of initial consonant sounds and letters is also introduced. The TPR strategy expands to include longer and more complex commands, e.g., "go to blackboard," "touch your nose," and "write your address" for both oral and literacy skills practice. Sight word presentation and practice, cloze passages, strip sentence and strip stories are used to further develop students' familiarity with and ability to understand and use print. A key strategy for addressing the oral, survival objectives is the classroom situational dialogue described under Section 8, Three Strategies, page 20.

A PROGRESSION OF ESL LITERACY SKILLS (continued)

STAGE TWO: BEGINNING LITERACY

CONCEPTS	CONTENT AREAS	ORAL SKILLS	LITERACY SKILLS	CLASSROOM STRATEGIES
Alphabet	health	auditory discrimination	symbols: ¢, $, lb., ., ?	TPR
Directionality	transportation	understand: "What is this?" "Show me the ____" more commands	letter recognition (visual discrimination)	Strip sentences
Change ($)	food	describe illnesses	upper/lower case matching	Strip stories
Upper and Lower Case	clothing	identify clothes and food	sight word recognition	Dialogues
Grammar: BE; Inversion for questions	days of weeks/ month	ask for price	copying stories	Sentence recognition
Additional Math Concepts: Addition and subtraction Carrying and borrowing (can be done in native language as well as in English	numbers 1-100	ask for direction	give more personal information	Sight words and sight sentences
	weather	pronunciation	reading numbers aloud	Cloze
		match sounds to letters	introduction to initial consonants and sound correspondence	Number, letter, sight and dictation
				Copying dialogues

STAGE THREE: INITIAL READING

Within a larger scope of content areas (see chart on following page), some initial reading skills are addressed at this stage via more dialogues, more cloze passages, and the Language Experience Approach (LEA) story. Additional literacy skills include reading receipts (scanning to find the total), writing money orders, and the introduction of cursive writing (for signatures).

Selected grammar objectives are included among the oral skills introduced at stage three, including the simple present tense of verbs BE, WANT, NEED AND HAVE; the third person "s" form; questions with DO; WH- questions; and regular plural nouns with "s".

Language functions including requesting information, responding to a request, making an apology, making an appointment, and writing short notes regarding absences (excuses/explanations) are also introduced. These grammatical structures and language functions are the most basic elements of English language structure. This presentation enables learners to begin to acquire the patterns of English not merely to use isolated elements. Attention to grammar and functions also helps prepare literacy learners for regular level one ESL classes and texts.

A PROGRESSION OF ESL LITERACY SKILLS (continued)

STAGE THREE: INITIAL READING

CONCEPTS	CONTENT AREAS	ORAL SKILLS	LITERACY SKILLS	CLASSROOM STRATEGIES
Grammar: simple present; ? with "do" 3rd person "s"; plural with "s" Wh-questions	health	ask for assistance or information	write money orders	Strip stories
	housing	give information	read sentences and dialogues aloug	Dialogues
Initial and final consonants (some phonics)	banking	make an appointment	read student stories	Sight word reading
	bills	pronunciation	locate totals on bills	Language Experience Approach stories
	receipts and money orders	correct wrong change	introduce cursive	Controlled writing from models
	numbers 1-100+	stating likes and dislikes	write short notes (an excuse to a teacher for a child's absence)	Copying stories

Section 7: SELECTING THE CONTENT FOR A LITERACY CLASS

by Linda Mrowicki

The content of the ESL literacy class must be relevant to students if learning is going to be successul. "Relevant" means that students will be able to apply their new reading skills outside, in the real world, as they conduct their daily lives. Learning to read "WALK" and "DONT WALK" and "ADDRESS" is relevant. Words such as "dog", "run", and "spot" are not.

The identification of relevant language is an important task for ESL literacy teachers who can use such language to either develop their own lessons or to adapt commercial materials to better meet the specific needs of their students. In the process to identify relevant language, teachers should determine the type of written English that students are exposed to and what they should be able to read. Here are several activities that teachers can do to determine such language.

1. Observe the community.
   - What signs do you/your students see? In the school building, on the street, in the stores, in their apartment buildings, etc.
   - What written information are students exposed to? Bills, shopping receipts, public aid checks, grocery ads, etc.
   - What forms do students have to fill out? Application, school registration, etc.

2. Ask your students what they need to read.
   (If you do not speak the students' native language, ask a bilingual aide or an advanced level speaker to assist you.)

- Ask your students to bring to class written materials they have that they need to read (e.g., forms from work notices from the landlord, etc.)
- As an outside class activity, ask students to look for signs, copy the English on a piece of paper, and bring it to class. This will tell you what students are seeing and should be "reading".
- If students cannot articulate what they need, at least ask them to describe their daily routine to you. The situations they are involved in (shopping, taking the bus, etc.) will provide a source for you to determine what written language is encountered.

3. Ask intermediate and advanced students to remember the written English they had to be able to read when they first arrived here.
   This will provide you not only with content but also with an idea of the priority for sequencing the literacy content.

In addition to noting what students have to read, the literacy teacher should also note what form it is written in, that is, in block, in upper and lower case, or in script. Signs such as "WALK" and "EXIT" are in block letters. Therefore, they should be presented in block form. Menus in fast food restaurants such as McDonald's are also in block letters. They too, should be presented in block letters to the students. Observing the form the language is written in will guide the literacy teacher in deciding WHAT FORM to present to students. Teaching the appropriate form will ensure that students can transfer their literacy skills from the classroom to the real world.

Section 8: THREE STRATEGIES FOR INTEGRATING ORAL AND LITERACY SKILLS

> "Reading and writing can be taught ~~simu~~ltaneously with listening and speaking...in ESL literacy, the learner reads and writes only the language that he/she comprehends."
>
> ---Wayne Haverson, 1982.

A successful ESL literacy curriculum should have a strong oral component. The oral language should be introduced first in contexts that are personal and concrete for the learners, such as giving one's name and address, manipulating classroom realia, and counting money/giving change. Then, controlled literacy activities with the oral language presented and practiced should be used.

It is essential that the functional oral and written language content and activities of ESL literacy instruction be integrated with each other. Delaying the introduction of literacy skills goes against literacy learners' motivation. They come to class with pencil in hand, expecting writing to be taught and knowing how much they need to learn. Why wait and dampen their enthusiasm?

Conversely, to provide literacy instruction without teaching oral language is antithetical to all we learn about second language teaching and learning. Oral language still comes first. Any ESL literacy program that proposes only literacy activities ignores the fact that language needs to be heard and understood before it can be used.

Thus, the ESL literacy learner needs early experiences with both sound and print. The sooner s/he understands English

thoughts, ideas, and concepts and the sooner s/he sees them transformed into writing, the sooner the link between English speech, print, and meaning will be processed and internalized.

Three successful strategies for integrating literacy and oral skills will be illustrated here in order to provide models for ESL literacy teachers to follow and expand upon for their own classes.* The strategies are:

1. Total Physical Response (command action sequences)
2. Classroom Situational Dialogues
3. Language Experience Approach Stories*

1. Total Physical Response (TPR)

A prime strategy for teaching reading at very early stages is an adaptation of James Asher's Total Physical Response (TPR) method. (See Asher, 1977, and Romijn and Seely, 1979, in the "Resources" section p. 46). The procedures for literacy are outlined below:

STEPS:

a. Teacher says and acts out simple oral commands, sequenced by or related to a context. Students listen and observe.

   Example: Stand up. Go out. Come in. Write your name. Sit down.

b. Students perform the actions several times while the teacher says the commands orally.

c. Gradually, learners learn to say the commands while teacher or other students act them out.

* Based upon the work of Kamla Koch and Arlene Ruttenberg, Truman College (Chicago) Indochinese Refugee Program, 1980-1982.

d. LARGE SIGHT CARDS WITH THE COMMANDS (approximately 18" x 24") are shown to the students at the same time as the oral commands. Students perform the actions again - "chorally" and individually.

e. Teacher now shows only the sight cards, in order, and students perform the actions. Speaking is optional.

f. Teacher shows the sight cards, out of order, and students perform the actions.

g. Teacher says the commands and students indicate the appropriate sight cards.

h. Students copy the commands - at the blackboard, then on paper from worksheet models, then from large sight cards to blank paper.

When students perform the actions and give commands with only the written cues, it suggests that learners have learned that written language is a meaningful mode of human communication The merits of this strategy are that it is simple and fun; the physical activity brings variety to the class; and it is non-threatening - no oral response is demanded from the learner, yet comprehension is demonstrable.

2. Classroom Situational Dialogues

For each of the content areas of ESL literacy instruction, one or more short dialogues should be used to introduce, reinforce, and practice oral skills. Traditional dialogue presentation techniques must be adapted for use with ESL literacy classes. And additional activities must be devised to provide basic, integrated literacy instruction. (See "Three Stages of ESL Literacy," Section 6, for suggested content of dialogue.)

STEPS:

a. Oral presentation of the dialogue - with two teachers, a teacher and an aide, if possible, establishing that two persons are "talking:. Class listens and observes several times. The meaning of the dialogue must be made clear to learners.

b. Teacher writes the dialogue on the board, leaving blanks for new, unfamiliar words. That is, only known sight words are written up. For example,

Doctor: HOW ARE YOU _____?
Lia: I AM SICK. I _____HERE.
"hurt"
(indicates chest)

After the dialoque is on the board, the teacher(s) model it again, pointing to the blanks when the new words are spoken. Repeat many times with learners until they can say the oral dialogue easily.

c. Teacher takes one role and the class the other. Repeat, then reverse roles. Then teacher and one student take one role, the rest of the class the other, giving each student a chance to speak. Finally, pairs of students take each role.

e. When students have mastered the dialogue orally, the teacher fills in the blanks on the board. The class should actively help with this.

f. Students copy the dialogues into their notebooks. (Do not erase the dialogue.)

OPTIONAL STEPS:

With pre-prepared 5" X 7" sight cards as cues, teacher asks students to read individual words orally.

Place all cards face-up on table. Students in turn find and place in order the words of the dialogue. The chalk tray is the best place to display the words. (If the chalk tray is not long enough, do one line at a time). Do the entire dialogue more than one if necessary to ensure maximum individual participation.

g. Using pre-prepared sentence strips, the class puts them in order on a corkboard or on the wall with tape. Repeat in small groups with smaller hand-printed or typewritten sentence strips.

h. Teacher distributes handout of dialogue for pair reading in class and reading practice at home.

3. Language Experience Approach Stories

If students are reading materials that are meaningful to them, they will be more motivated to read. A proven strategy for involving the learners in the development of personally important reading material is the Language Experience Approach.* For ESL literacy learners, some adaptations of the standard approach are suggested below.

STEPS:

a. Present large visuals depicting life situations that students are likely to encounter, or conduct a brief activity (experience) such as making something. Ask students yes/no, either/or, and WH-questions about the picture, using vocabulary and grammatical structures students already know.

b. Teacher guides students through a pre-prepared cloze version (with blanks) of a story (4-8 sentences long) about the picture. (ALTERNATIVE: Develop a cloze story on the

blackboard while students watch.) Ask students to read along with you and/or independently, filling in the blanks orally and in writing where they are able to. Complete the cloze before going on.

c. Re-present the picture with the students' help, teacher creates a LEA story on the blackboard (4-8 sentences long). During and after the story is developed, check with students for content - is that what they want to say?

d. Use the story for a variety of follow-up activities - including:

-match flash cards to word in context
-find all the words starting with "s" (or other letter)
-copy the story
-find all the times "the" or "man" appear in the story
-re-read the story the next day.

The use of a cloze as the first version of the LEA story provides more control for oral production than the usual LEA technique, thus focusing more on specific literacy skills, rather than on speaking.

* Some reference on LEA include:
"Teaching Beginning Reading in ESL". Haskell, John. Bilingual and Adult Literacy Classes through language experience. TESOL Newsletter, Vol. XII, No. 5. November, 1978. Also
"Reading for Speakers of English as a Second Language". Rigg, Pat. TESOL Selected Handouts for Principles of Teaching ESL. Second Edition, pp. 112-122, 1981.

Section 9: CLASSROOM MATERIALS

The importance of making the classroom conducive to ESL literacy cannot be overlooked. Wherever possible, the ESL literacy classroom should be equipped with the following visual materials:

--alphabet cards
--alphabet charts (print and cursive)
--clocks
--large pictures for stimulating student-generated stories
--labels for objects in the room
--8 1/2" x 11" pictures for visual discrimination*
--pictures or posters of content realia

These materials should be attached to the walls or blackboard and left there, if possible. Having the letters, numbers, pictures and words in various parts of the classroom will give the students, whose minds will wander, something relevant to look at. Keep in mind that students' attention, especially at this level, will drift; many new refugees have not even "landed" yet. In a room specially decorated for literacy instruction, the daydreamer can look at something that is related to the content material of the class.

Real objects are equally important. For counting, maintain a collection of countable objects of varying sizes. Whenever possible, use realia appropriate to the lesson content, including paper money and metal coins. Present the real object before any picture of it is shown, and let the students pass it around and touch it. Other tactile materials are essential too: pipe cleaners and string, foam numbers (3-dimensional). Allow learners to touch the shapes they are learning and to know them as more "real".

* Especially "What's wrong?" pictures that show some activity. The students must look at these closely and determine one thing wrong or out of place. (Suggested by Peggy Kazkaz)

For reading and writing and arithmetic, flash cards are important. For addition and subtraction, the math problems should be arranged vertically. To make more sight cards when needed, have blank 5 X 8" cards and markers on hand. N[illegible] cards, alphabet cards and sentence strips should be used. For writing, be sure to have:

--Alternate ruled paper (newsprint)
--Notebook filler paper (as students progress)
--Large lined and unlined pads
--Cardboard letters 1/2" sq. for spelling
--Thick pencils with erasers
--Colored chalk and erasers
--(Music) staff drawer (for making lines)
--Sequence cards (for word order and logic)

Other supplies that may be useful are:

--poster board (for TPR commands)
--pencil sharpeners
--lap boards (small chalkboards for each student)
--pencil sharpeners
--scissors
--tape
--glue sticks

Section 10: SAMPLE MATERIALS

Lesson on Health, Stage 2
by Karmla Koch/Arlene Ruttenberg

TPR CARDS

SIT DOWN,
OPEN YOUR MOUTH,
SAY AHHHH....
CLOSE YOUR MOUTH,
STAND UP,
BREATHE DEEPLY,
TAKE THIS MEDICINE.

DIALOGUES

1. Doctor: How are you _____?
   Lia: I am sick. I _____here. (indicates chest)
   Doctor: Sit down. Open your mouth.
   Say _____.
   Lia: _____.
   Doctor: Close your mouth. Breathe deeply.
   Take ____ _____ at 2:00 and 8:00.
   Lia: Thank you. Good-bye

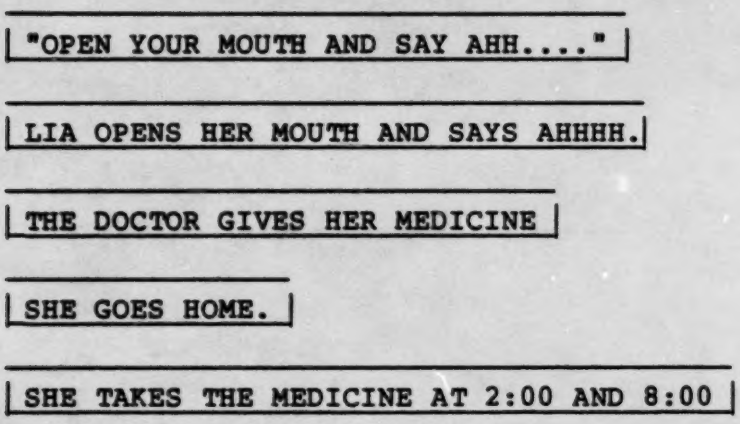
STRIP STORY

| LIA IS SICK |

| HER CHEST HURTS |

| SHE GOES TO THE DOCTOR |

| THE DOCTOR SAYS, "SIT DOWN" |


"OPEN YOUR MOUTH AND SAY AHH...."
LIA OPENS HER MOUTH AND SAYS AHHHH.
THE DOCTOR GIVES HER MEDICINE
SHE GOES HOME.
SHE TAKES THE MEDICINE AT 2:00 AND 8:00

LEA STORY (Language Experience Approach)

1. Show the class a picture or a series of pictures (e.g., a clinic with a patient in a doctor's office). Try to elicit as much language as possible from the students to create an LEA story.

OR

2. Show the class the picture(s) and the teacher creates a cloze passage from the activities indicated in the pictures.

TAN_____TO SCHOOL. HE ___ SICK. ____GOES TO THE NURSE.
THE _____LOOKS IN HIS EARS. SHE LOOKS IN HIS _____.
TAN SAYS _____. THE NURSE TELLS TAN " _____HOME."
TAN GOES _____. HE GOES TO _____.

Then ask students to recreate this story in a similar experience in their own words as a class language experience approach story.

ADDITIONAL WAYS OF USING THE LANGUAGE EXPERIENCE APPROACH INCLUDE THE FOLLOWING:

1. The learner may re-tell a news item, describe his/her job or work, a "happening," a TV or sports story.

2. As the learner tells the story, the teacher writes it in manuscript or writes "longhand" and re-copies the story later in manuscript.

3. Pointing to individual words, the teacher reads the entire story to the learner.

4. Pointing to words, the teacher reads a sentence; then the learner reads that sentence, also pointing to the words.

5. The learner or teacher (whichever works best in any given situation) picks out the meaningful words per card.

6. A word card (one half or one quarter of a 3x5 card) is printed with each of the selected words, one word per card.

7. Reading each word, the learner matches his/her word card with mates in the story.

8. After the teacher or learner mixes the cards, the learner then reads the word cards independently. If there is difficulty, the learner may again match the word cards with the story until s/he knows several of them, Be satisfied with a reasonable number of words learned-depending on the learner's ability.

9. If all goes well, the teacher may make word cards for the remaining words in the story. If it hasn't gone too smoothly, limit the teaching words to those few the learner has chosen. Do not rush the beginning reader.

10. The learner may take his story and word cards home for practice.

11. The story is typed (or carefully printed in manuscript if no typewriter is available), double-spaced, and in duplicate for the learner to read the next time. The tutor may make duplicate word cards to keep or may work from the cards the student brings to the lesson. THE STUDENT SHOULD BE ABLE TO TAKE A SET OF THE CARDS HOME.

12. The word cards may become part of the learners' vocabulary card-pack, an ever-increasing pile, to be reviewed at the tutor's discretion.

13. Phrase cards for word combinations occuring frequently may be prepared on later experience stories; e.g., "I will go," "It is," "up here," went home," etc. A tape recorder can be used to facilitate this process.

14. Be creative! This approach can be used in many ways-for information and pleasure as well as teaching or words. Creative writing may appeal to your student - write a book together! Write letters to each other- or to friends or family of the student. Use the student's paraphrase of a story you read to him/her to let him/her "read" the story - but in his/her own words. Experiment. Be enthusiastic. Spread your optimism to your student.

Section 11: A SAMPLE LESSON SEQUENCE ON SURVIVAL SIGNS*

Some suggestions for teachers working with literacy development of ESL learners in special ESL literacy or in regular level one ESL classes.

A. The meaning of signs.

1. Establish meaning of signs in situations or settings of where the signs occur by using pictures from magazines, photos you take yourself, blackboard drawing, or books like Signs and More Signs (Greatsinger, New Readers Press).

2. Act out or explain the meaning of the words using opposites, synonyms, other words, or student's native language.

B. Command-Action sequence with signs.

1. Post or hold up signs. Read it semi-aloud as if to yourself. Then act out the meaning. (do what the sign says.)

2. Have students do the same after you. Use no more than 2-3 signs at a time for low-low literates.

Example:	CLOSED	USE OTHER DOOR	MEN
	OPEN	WATCH YOUR STEP	WOMEN

Performance: MEN taped on one side of desk for students to see;
WOMEN on the other side. Teacher walks to one, then the other, reading and showing the decision to go to the correct side. Then, students do the same.

C. Meaningful sign language (vocabulary development).

1. Group several words together according to how they might occur outside the classroom. Post them around the room. Use pictures when possible.

2. Develop dialogues about seeing these signs, what they mean, and what actions they entail.

Example: Related signs:

No Admittance	No Exit
Closed	Exit Only
Do not Enter	Use Other Door
Entrance	In
Exit	Out

Dialogue:

Student 1: (holds up sign) or (points to sign) What does this mean? or What does that mean? (NO ADMITTANCE)

Student 2: It means you can't go in. (point to sign) What does that mean? (USE OTHER DOOR)

Student 3: Not here. Come this way. (leading student 2)

D. Sight word oral reading practice. (last step)

Students practice reading flash cards orally of sign words previously learned and acted out. This reinforces literacy skills with oral practice. WARNING! Do not have students read words aloud unless they already recognize the words visually and know the meanings. In other words, MEANING COMES FIST!

*Partly inspired by "Four Phases of the Teaching and Learning of a Second Language," J. Escobar and D. McKeon in Diana Bartley, ed. The Adult Basic Education TESOL Handbook, (Collier-Macmillan, 1979).

Section 12: THE PLACE OF PHONICS IN ESL LITERACY

Phonics is an important part of literacy and reading instruction, yet its place in ESL literacy has often been misunderstood.

Phonics is a catch-all term for an approach, a method and some techniques in teaching reading. Basically, phonics is the attention to sound-symbol correspondences in reading where the small component skills of matching sounds to letters and letters to sounds are taught. Learners are expected to apply phonic skills in sounding out new words, an important skill in developmental reading.

Phonics, when introduced in <u>initial</u> ESL literacy instruction is very frustrating to the non-native English speaking adult learner because s/he is overwhelmed by the numerous sounds which have no meaning to him/her. But phonics is not the best approach for <u>initial</u> ESL literacy instruction for adults. Sounding out words is too slow a strategy for adults who need to read quickly to survive. Adult learners usually possess enough memory skills to recall whole words - and if not, they should be encouraged at first to remember whole words. ESL teaching, after all, teaches words in sentence patterns, not isolated sounds or letters.

The place of phonics in ESL literacy and reading is two-fold: 1) later use, and 2) as one of several word attack strategies. Phonetic analysis of words is an abstract skill that eludes most ESL literacy learners. Other skills such as visual discrimination, and letter formation - are more critical at the initial stages. Along with recognition of word parts (suffixes especially), syllabication, and word compounds, phonics can aid learners to recognize (orally) known words in print. But this skill is only applicable after reading and oral vocabulary have been developed.

What phonics is taught at ESL literacy levels should include only recognition of initial consonant letters and sounds. This skill reinforces left to right directionality. Besides, for many beginners, the initial part of the word is all they recognize and produce fully and accurately anyway.

Finally, phonics, like all language skills, is only useful in context. Phonics skills themselves do not make fluent readers.

In fact, research shows that most proficient readers make good use of contextual cues while poorer readers both in first and second language rely too heavily on the visual context. That is, they rely too heavily on more discrete elements as graphemes (letters) rather than the broader context for meaning.*

Phonics may have a place in ESL, but it is much later in the language acquisition process than in ESL literacy instruction. For later ESL reading, then,

> "It is felt that the most expedient reading skills will be those which balance recognition with phonetic analysis." - Donna McGee, "Phonics for Literacy", 1978.

In the end, it is the ESL literacy instructor who must not only articulate the role of phonics to the student, but must also organize and develop the role pf phonics in the entire ESL literacy program.

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* Elementary English, K. S. Goodman, A linguistic study of cues and miscues in reading. Vol. 42, pp. 639-643. 1965.

Reading Research Quarterly, A. Biemiller. The development of the use of graphic and contextual information as children learn to read, Vol. 6, pp. 75-96. 1970.

Section 13: SOME PROGRAMMATIC AND CURRICULAR OPTIONS*

Several options are available to ESL programs serving non-literate learners. We assume, of course, that these ESL learners, at beginning and intermediate levels, are receiving regular ESL classroom instruction.

PROGRAMMATIC OPTIONS:

Option 1: Mainstream the non-literate student with literate ESL students of comparable oral abilities.

Rationale: To expedite the learners' rate of acquiring English or not enough funds to set-up a special class or for the few non-literates in the program.

Disadvantages: Attaching sounds to symbols and written symbols to meanings is extremely more difficult for non-literates and they may fall behind and lose confidence.

Option 2: Segregate pre-literate students and teach them only oral skills.

Rationale: Fewer frustrations for preliterates without written skills.

Disadvantages: Our society requires literacy to function. Most ESL learners want to learn to read and write. It is hard for the teacher to do only oral/aural activities.

Option 3: Establish separate classes or separate tracks for non-literates within the ESL curriculum.

Rationale: A series of two or three ESL/literacy classes provides a sequence and integrates oral and literacy skills in a most effective way.

Disadvantages:

Additional classes are difficult, costly and perhaps not possible.

A separate track may take considerable time to develop.

Enough resources may not be present.

Option 4: Begin with literacy in the native language, continue with oral skills and then literacy in English.

Rationale: It is easier to learn to read in a language you understand. Then transfer to ESL literacy can take place. Valuing of cultural backgrounds.

Disadvantages: Lack of print materials and trained teachers in many languages. Often lack of program funds and/or support from the English speaking and native language communities for this type of instruction. When and how to transition to ESL literacy instruction is a problem.

Option 5: Use the same literacy materials and methods as would be used with non-literate English speakers.

Rationale: They are readily available and clearly at a low reading level. The same skills must be learned as native speakers.

Disadvantages: ESL non-literates do not have the needed oral proficiency in English on which to build literacy skills. Knowing the meanings and sounds of words comes before reading them.

Recommendations:

1. Obtain commercially prepared ESL literacy materials.
2. Adapt present ESL materials or make your own.
3. A combination of both.

Option 6: Teach some oral skills folowed by pre-literacy and literacy skills in English.

Rationale: Follows sound practices for ESL teaching. Special literacy needs can be met if carefully approached. Materials available

Disadvantages: Some students may possess high oral fluency. Difficult to decide when to introduce literacy activities.

Recommendations: Set up a special ESL literacy group if at all possible.

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* Adapted and expanded from the paper, "The Pre-literate Refugee: Some Programmatic Options", by Elizabeth Mueller, American Council on Nationalities Services, New York, NY. 1980. Used with permission of the author.

Section 14: ADDITIONAL CLASSROOM CONSIDERATIONS

Some important administrative and pedagogical considerations to be taken into account when planning an ESL literacy program are:

Class size and time.

The maximum number of students in an ESL literacy class should be between 15 and 20. Smaller classes are even better since the literacy class demands the teacher's constant, close attention.

The literacy class should run for a maximum class time from 1 1/2 to 2 hours a day including a short break. The pre-literate person has had very little if any experience with formal school settings. This makes maintaining attention for a long period difficult and exhausting for the learners (not to mention for the teacher).

Class management.

Pre-literate students should be taught separately from the illiterates (see p. 6 for definitions) because the latter are already familiar with the idea of attaching written symbols to meaning. This concept is lacking among pre-literates. The illiterate, as a result, will progress at a faster rate of learning during the latter stages of literacy training. If at all possible, the illiterate students should be in a separate literacy class of their own perhaps by the 2nd stage of literacy training. (See p. 14)

Bilingual aide.

The literacy teacher should not be tempted to give too much freedom to the bilingual aide in the classroom. The aide is

best utilized as a translator in "rap" sessions between teacher and students. The aide should also use class time to explain in the native language concepts such as addition, subtraction, carrying and borrowing.

Of course the aide should always be available to impart important announcements/information to the students.

Class location and space

Large classrooms with many windows and space are favored for the ESL literacy class because quite a bit of movement and activity takes place with TPR, role plays, and strip stories. Ideally, the literacy classroom should have ample space to place large visual materials--alphabet charts, posters, and pictures of various content vocabulary. Large blackboards and corkboards are useful for hanging LEA strip stories. An extra room or room divider will help the teacher (and aide) work better with different groups at different levels of progress.

Aides and volunteers

Aides and volunteers should be used whenever possible, but only with adequate training and supervision.* Native English speaking help should be cautioned to go very slowly with ESL literacy learners. Suitable learning activities include:

--tutor reads aloud/learner follows, reads along or reads after
--identification of isolated words from what was read
--matching isolated sight words to words in the passage

* See resources list at the end of this guide for the names of some programs which have used volunteers successfully. Also consult "Tutor-Five Step" by Donna McGee.

--patient assistance with copying personal information words written first by the tutor.

--oral practice with personal information questions and answers.

--review of previously taught or learners suggested vocabulary.

Section 15: ASSESSING ESL LITERACY SKILLS*

ESL literacy students offer special challenges for testers as the traditional methods of written testing are not applicable. Oral testing alone will not reveal needed information. Below we suggest some means of assessing literacy skills at intake.

The most vital piece of information is probably to be found in any personal information sheets. If these were completed by a bilingual counselor, they should contain information regarding:

1) the learner's educational level in his native language,
2) work experience
3) previous specialized training.
4) previous ESL language and literacy skills training.

Intake testing should begin with an informal, individual oral interview in which the skills being tested increase in difficulty. Testing should be discontinued after the student becomes frustrated and unable to complete the tasks. Give an easy question or two to round out the oral test. Keep in mind that the student is under stress, and that all testing must be done in a friendly, relaxed manner.

After the oral interview, or even before, the tester can do some or all of the following which are:

*1. Give the student a book upside down and check his/her left-to-right directionality by requesting that s/he open it.

If that task is successfully completed, the tester can check the student's knowledge of numbers by requesting s/he turn to a specific page.

3. Another test of literacy is to give the student a pencil and take note of how it is held.

4. Request that s/he write his/her name or some other piece of personal information and watch for any labored writing technique.

5. To check the student's decoding skills, isolate either a word or a letter from a page of writing and request that it be identified. Then, write and say "an". Have student repeat. Add m, p t or d in front of the a and ask him/her to read the work. Watch the student's lip movement to see if s/he is at least trying to produce the word.

6. Dictation is another method by which literacy can be tested. Point to an object in the room (pencil, book, paper, table), say the word, and have the student write what it is. Spell the word if necessary. A more advanced form would be to dictate a simple sentence in the past or present progressive tense. Have the student write it. This, as well as having the student attempt to fill out a form, should be only done with students who can at least write some English.

Other means of determining ESL learners literacy skills are:

--referrals from bilingual social workers or public aid
--students tell you themselves
--other students tell you. (Suggested by Berta Hevia, Joliet Jr. College, Nancye Wertz, Waubonsee Community College).

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* Adapted and expanded from Cheryl Jibodh and Donna McGee, "Testing for ESL Literacy".

TWO SPECIAL ESL LITERACY TESTS

1. The Ann and Ben Listening Test, developed for the Oregon Indochinese Refugee Vocational ESL Program, tests listening comprehension, identification of pictures corresponding to visual cues, and visual discrimination of pre-literate students. The results discriminate several levels of listening comprehension ability. It can be easily administered to a group by one teacher/tester. $2.00 each, prepaid, from ESL Clearinghouse, Department of Adult Education, Oregon State University, Corvallis, OR 97331.

2. The HELP Test, The Henderson-Moriarty ESL/Literacy Placement Test by Cindy Henderson and Pia Moriarty, is designed to be administered individually to adult learners of English as a Second Language who have minimal or no oral English skills and who fall into one of the following categories:

   1. have no reading or writing skills in any language.
   2. have minimal reading and writing skills in their native language (generally have had less than 4 years of formal schooling).
   3. have reading and writing skills in a language that does not use the Roman alphabet.

   The HELP Test has three components:

   1. Intake information/first language assessment
   2. Oral English assessment (including reading and manipulative skills)
   3. Written English assessment (including reading skills)

A flip chart format and functional reading skills (calendar, clock, appointments) make it easy to use and well suited for ESL literacy learners. Answer sheets and plenty of supplies are included. The Alemany Press, P.O. Box 5265, San Francisco, CA 94101. $9.95.

RESOURCES

A. Commercial Instructional Materials

1. Passage to ESL Literacy, Diane M. Longfield, Delta Systems, 1982. (especially Part 1, Pre-literacy)

2. A New Start, Linda Mrowicki and Peter Furnborough, Heinemann, 1982. Student's Book, Literacy Workbooks 1 and 2, Teacher's Book.

3. First Steps in reading and Writing, Jack Wigfield. Newbury House, 1982.

4. Entry to English, Kathleen Kelley Beal, Steck-Vaughn, 1982.

5. Before Book One, John and Mary Ann Boyd, Regents, 1982.

6. ESL for Personal Information Questions and Answers, Susan Lansano and Joy Noren, Resource Dissemination Center, Montclair State College, Upper Montclair, NJ 07043, 1979.

7. Find the Right Number,
   Find the Right Letter, and
   Find the Right Word, by Benjamin Pilch and Frank E. Richards Publishing Co., 1978.

8. Sounds Easy, and Consonants Found Easy, Sharon Bassano, Alemany Press, 1980.

9. Alphabet Writing Strip, College Skills Center, 1250 Broadway, NY, NY $5.95 prepaid.

10. Live Action English for Foreign Students, Romijn and Seely, Alemany Press, 1979.

B. Resource Articles (available through the ESL Service Center)

1. "ESL Adult Literacy," Jack Wigfield, 1976, 33 pp. $3.50
2. "Pre-Literacy: Definitions," Donna McGee, 1978. 10 pp. $1.25
3. "ESL Literacy: Some Want to Read," Batchelor, Wigfield, Weiss, 1979, 4 pp. $0.50
4. "Literacy Skills," McGee and Jibodh, 1979, 12 pp., $1.35
5. "Word Structure Activities," Donna McGee, 1978, 4 pp., $0.50.
6. "Testing for ESL Literacy," McGee and Jibodh, 1979, 2 pp. $0.35
7. "Ten Different Ways to Teach Reading," 2 pp., $0.35
8. "Wilson's Essential Vocabulary," Wilson, 3 pp., $0.50

C. Curricula, Guide, etc.

1. "Pre-Literacy Activities," Dorothy Levi, in Celce-Murcia and MacIntosh, Teaching English as a Second or Foreign Language, Newbury House, 1979.

2. "Preparation for Reading and Writing." Instructors' Manual, from Fluency First series, Dana Mueller, Training Research and Development Station, Prince Abbot, Saskatchewan, 1979.

3. Non Literate ESL Students, An Introduction for Teachers, Curriculum and Staff Development Project, ACSA/ESL, CA 1981.

4. Teaching ESL to Illiterate Adults, Adult Education Series #9, Indochinese Refugee Education Guides, Center for Applied Linguistics, 1981.

5. A - Level ESL Curriculum Guide. (For field testing), ESL Curriculum for the Intensive ESL/CO Program for Indochinese Refugees in Southeast Asia, Center for Applied Linguistics, et al. 1981.

6. Curriculum Guide: ESL Instruction for Indochinese Refugees, by Romayne De Faveri, Spring Institute for International Teachers, Denver, Co. 1981.

7. Methods and Materials for ESL literacy, Ann Ebersole Strauch, Masters Thesis UCLA, 1978.

8. Getting Started: A Preservice Manual for Adult Literacy Teachers, ed. Suzanne Davenport, Region I, Adult Education Service Center, 1982.

9. Learning Another Language Through Actions: The Complete Teacher's Guidebook, James A. Asher, Sky Oaks Productions, 1977.

D. Community Resources

The resources mentioned in this unit may not benefit the teacher directly. They are included so that administrators and instructors can make referrals to interested refugee sponsors and community centers which do not have access to professional expertise or funds to set up their own literacy programs. This informatin will be most helpful to para-professionals, church groups and individual volunteers.

1. Emergency English for Refugees ($4.00)

has been published by Lutheran Church Women (Philadelphia). Intended to meet the needs of sponsors who are involved in teaching Indochinese refugee families English, the material is organized around coping skill topics, such as shopping, education transportation, health care, etc. Supplements in either Hmong, Laotian, Cambodian or Vietnamese can be purchased for an additional $6.00. Write to:

Lutheran Church Women
2900 Queen Lane
Philadelphia, PA 19129

2. Laubach Literacy International, and

3. Literacy Volunteers of America, both based in Syracuse, New York, are two organizations with offices in most major cities and states. For a nominal fee, they provide training to volunteers to teach literacy skills.

The approach of Laubach Literacy strongly emphasizes phonics and word attack skills. Meaningful content is sacrificed for simplistic, artificial language. The lesson format, originally designed for peer teaching (their motto, "each one teach one") is repetitive, and relies heavily on mnemonic devices. The Literacy Council of Chicago offers a 16-hour course in the Laubach method for a cost of $6-$8.

Contact: Irene Sayre
Literacy Council of Chicago
220 N. State Street
Chicago, IL 60601
(312) 939-0178

Literacy Volunteers of America (LVA) was created by Ruth Colvin in reaction to the Laubach method. Their training program takes into account different modes of learning so volunteers have an armory of techniques and strategies at hand to vary teaching styles to suit their clients' needs. They have published an excellent book: Tutor ($6.00) on teaching literacy; Read Test ($6.00) a book and portfolio of reading diagnostic materials; I Speak English, an ESL guide which concentrates on oral skills; and English as a Second Language Oral Assessment, an effective testing device for ESL oral assessment.

Literacy Volunteers offers an 18-hour training workshop for a fee of $15.00.

There are three offices in Illinois:

Contact: George Hagenauck
Literacy Volunteers of Chicago
207 S. Wabash
Chicago, IL 60604
(312) 663-0543

Gloria Smith
Literacy Volunteers of Central DuPage
1903 E. York Lane
Wheaton, IL 60187

Barbara Bergmann
Literacy Volunteers of Southern Suburban
Cook and Will Counties
240 Royce Court
Frankfort, IL 60423

E. Adult Education/ESL Programs with Literacy Components

More and more ESL/adult education programs in Illinois have developed special classes, curricula, or materials for the ESL literacy learners they serve. References to such programs may be given upon request by contacting the ESL Service Center.